VAKT Method in EFLTeaching Process: Does it improve the Students' Reading Comprehension?

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Abstract

Students must master the capacity to read comprehension because it is closely tied to their whole learning process and their ability to develop a broad perspective. Classroom Action Research was used in this study. The VAKT (Visual, Auditory, Kinaesthetic, and Tactile) method is used to increase students' reading comprehension skills. A diagnostic test to cycle I and cycle II (68.69 73.74 81.66) revealed that while students' average reading comprehension score was 68.69, after cycle I evaluation, their reading comprehension increased to 73.74, resulting in an increase in students' reading comprehension ability from the Diagnostic Test to cycle II of 81.66. and the results of previous research indicate that incorporating the VAKT learning approach (visual, auditory, kinaesthetic, and tactile) into the classroom can raise students' interest and motivation to improve their reading comprehension, as evidenced by the results display.

Keywords

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Reading comprehension
Students' interest

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Introduction

The global pandemic that has hit the whole world also has a direct effect on the education sector where education providers require every educational institution to change the teaching and learning process from face-to-face learning to online learning, even though this condition does not prevent education providers from continuously improving the quality of education which must remain the main priority of the current government because the nation will progress if the people in it can master science and technology.

Science and technological advancement require the establishment of a society that values education. Among other things, reading is an efficient method of learning. Individuals who enjoy reading obtain fresh knowledge and insights that enhance their intelligence and enable them to better address future life issues.

Students in junior high school must immediately master the ability to read comprehension because this ability is directly related to the whole learning process of students in junior high school. The success of students' learning in participating in the teaching and learning process at school is largely determined by their mastery of reading skills. Students who are not able to read fluently will have difficulty in participating in learning activities. Students will have difficulty capturing and understanding the information presented in various textbooks, supporting books, and other written learning resources. As a result, learning progress is also slow compared to their friends who are fluent in reading.

Reading comprehension has been borrowed from Ruddell as cited in Monarisa et al. (2016), who define comprehension as the process by which a reader constructs meaning while interacting with text, or afterward, using a combination of prior knowledge and experience, information contained in the text, the stance she or he takes in relation to the text, and immediate, remembered, or anticipated social interactions and communication.

Meanwhile, according to Ruddel, Draheim, and Barnes's (1990) taxonomy of understanding and degrees of thinking, there are three levels of comprehension: The first is literal-textual recall (e.g., "Do you recall the name of Sangkuriang's dog?"). The second is an interactive strategy that involves manipulating text-based data in order to infer new meaning (e.g., "Why do you think Sangkuriang and Dayang Sumbi would live happily together?"). The third is applicative—the transfer and use of textual and personal information to create new meaning in a novel circumstance (e.g., "Suppose you felt the way Sangkuriang felt at the end of the story; would you still attempt to marry Dayang Sumbi?" Why?"). The final type is transactive - an empathic use of textual and personal knowledge and values to inspire the reader to identify with a character and to enter and respond more fully to the story (e.g., "Have you ever wished you could be like Sangkuriang at the conclusion of the story?" Why?").

The VAKT method (Basam, 2018), in his journal article, defines that the method is based on the assumption that children will learn better if the subject matter is presented in various modalities. VAKT has their respective meanings, namely: (1) Visual (visual): can be seen with the sense of sight (eyes) or based on sight. (2) Auditory (auditory): can be heard. (3) Kinesthetic (kinesthetic): a complex feeling evoked by stimulation in the muscles, tendons, and wrists. And (4) Tactile (tactile): relating to touch or touch.

The VAKT method uses a multisensory approach that can be used to master vocabulary for early grade students who are still in the early reading stage because the reading process demands aspects of vocabulary mastery, which include understanding and meaning words. The choice of the VAKT method is also expected to read well according to their developmental age. With the VAKT method, students' reading learning can be more varied through various activities to support the students's reading skills.

Learning to read using the VAKT method uses an approach to stimulate the four sensory modalities, namely visual, auditory, tactile, and kinesthetic. This method uses reading material selected from the words spoken by the child, and each word is taught in its entirety. Fernald assumes that children who learn words as whole patterns will be able to strengthen memory and visualization (Dewi, 2015). Fernald divides his program into four levels over a long period of time, with a continuous evaluation to improve children's reading skills to a level commensurate with the intellectual level and desired level of education (Dewi, 2015).

Method

Classroom Action Research, or CAR, is the methodology used. Classroom Action Research is research undertaken by teachers in their classrooms or at their schools with the goal of refining or improving their students' learning processes and practices (Akib, 2009:16). This classroom action research analyzes how the VAKT (Visual, Auditory, Kinesthetic, Tactile) method might be used to increase students' reading comprehension skills. This research employs both quantitative and qualitative data analysis techniques. The quantitative data from the students' reading comprehension tests will be analyzed, while the qualitative data from the observations will be analyzed. Reading comprehension test results analysis, specifically reading comprehension test results collected by students using the VAKT (Visual, Auditory, Kinesthetic, Tactile) technique throughout the research.

Results

The findings based on the results of data analysis show that teaching reading comprehension through the VAKT (visual, auditory, kinesthetic, and tactile) method can improve student achievement in reading comprehension. This can be seen further from the data analysis below:

The increase in students' understanding in the Diagnostic Test cycle I and cycle II can be seen clearly. In the following table:

Table 1. The Improvement of students' Reading Comprehension

No	Indicators	Students' Score			Improvement		
		D-Test	Cycle I	Cycle II	DT→CI (%)	CI→CII (%)	DT→CII (%)
	Reading Comprehension	68.69	73.74	81.66	7.35%	10.74%	18.88%

The table above shows that there is an Improvement in students' reading comprehension from the Diagnostic Test to cycle I and cycle II (68.69 < 73.74 < 81.66) where the Diagnostic Test of achieving the average score of students' reading comprehension is 68.69, after evaluation in cycle I, students' reading comprehension to 73.74 so that the increase in students' reading comprehension achievement from the Diagnostic Test to cycle II is 81.66

Additionally, there was a considerable improvement in students' reading comprehension from cycle I to cycle II, where students' comprehension was 68.69 in cycle I and 73.74 in cycle II. Thus, from cycle I to cycle II, there is a 7.35 percent increase in student learning achievement.
The table above demonstrates that incorporating the VAKT method (visual, auditory, kinesthetic, and tactile) into the teaching and learning process can help students improve their reading comprehension after completing cycles I and II, with the highest achievement in cycle II (81.66 > 73.74 > 68.69). Between the diagnostic exam and the second cycle, pupils' literal comprehension increased by 18.88 percent.
To illustrate the increase in pupils' reading comprehension, the data above is shown graphically as follows:

Table 2. Percentage of students' scores in reading comprehension.

No	Classification	Range	D – Test		Cycles I		Cycles II	
			Freq	%	Freq	%	Freq	%
1	86-100	Very Good	0	0	1	2.86 %	13	37.14 %
2	71-85	Good	16	45.71%	22	62.86 %	15	42.86%
3	56-70	Sufficient	18	51.42%	12	34.3 %	7	20%
4	41-55	Poor	1	2.86%	0	0%	0	0%
5	<40	Very Poor	0	0%	0	0%	0	0%
Total			35	100	35	100	35	100

The table above shows the percentage of students' reading comprehension achievement in the Diagnostic Test shows that there are 16 students (45.71%) in good category, and 18 students (51.42%) in sufficient category, there is 1 person (2.86%) with poor classification and no students. For other classifications. After taking action in the first cycle using the VAKT (Visual, Auditory, Kinesthetic, Tactile) method, the percentage of students' word meaning achievement increased where there was 1 student (2.86%) in the very good category, 22 students (62.86%) in the good category, 12 students (34.3%) with sufficient category and no students for other classifications. In the second cycle, the percentage of student achievement related to reading comprehension was higher than the first cycle where there were 13 students (37.14%) in the very good category, 15 students (42.86%) in the good category, 7 students (20%) with sufficient classification, and none students for other classifications.

Based on the results of the data analysis conducted by the researcher in the previous explanation, it showed a significant difference from the three teaching and learning processes (by looking at the average value that students had obtained and the percentage of frequency) that had been carried out, the researcher then concluded that the minimum completeness category value in the second cycle, it can be achieved with an average value of 81.66 in the good category, which means this score is higher than the standard student KKM score of 75.

Student Response through the Application of VAKT (Visual, Auditory, Kinesthetic, Tactile)

To answer the second research question in this study, the researchers distributed a questionnaire in the last process in the research, namely in Cycle 2, to see the response or interest of students during the teaching and learning process using the VAKT learning model. The teaching and learning process takes place. The findings can be seen in the table below:

Table 3.Frequency and Percentage of Students' Interest

Interval score	Frekuensi	Percentage	Criteria
64– 75	8	22.86%	Very interested
52 –63	19	54.29%	Interested
40 –51	7	20 %	Enough
28– 39	1	2.86%	uninterested
15–27	-	0%	Very Uninterested
Total	35	100 %	

Based on the frequency table above, it can be seen that the level of student response to learning interest using the VAKT Learning Method is as follows, from 35 research samples, there are 8 students with a percentage of 22.86% with a very interested learning interest category, there are 19 (54.29%) students with a value category are in the interested criteria, there are 7 students with a percentage of 20% in the Enough category. There is 1 student with a percentage (2.86%) in Not Interested. Based on the presentation of the data above, it can then be concluded that the application of the VAKT learning Method makes students interested. This can be seen in the frequency and percentage in the table described above.

In this discussion, the researcher also shows the average value of the results of descriptive analysis related to student responses as follows:

Table 4.Descriptive Research

	Descriptive Statistics Total óf Respondent	MeanScore	Standar Deviation
Students Respone	35	70.46	2.65
Valid N	35		

The table above shows that 35 respondents who have answered 15 question items show good results in student interest in applying the VAKT method in improving students' reading comprehension with an average score of 70.46 with the "Interested" classification category. it can be concluded that applying the VAKT learning method (visual, auditory, kinesthetic, and tactile) in class can increase s dents' interest in improving reading comprehension.

Discussion

In this section, the focus is on interpretation based on the results of the research described in the previous section related to students' reading development and student responses in terms of interest in teaching reading comprehension in the classroom as follows:

Development of students' reading comprehension in The The application of the VAKT (visual, auditory, kinesthetic, and tactile) method

in the teaching and learning process has an impact and development on student scores, this can be seen in the student's score per cycle which seems to increase in each process, as shown in the previous section which shows The increase in students' reading comprehension in cycle II was higher (81.66) than cycle I (73.74) and Diagnostic Tests (68.69). in cycle 1 before proceeding to cycle 2 mainly on treatment or treatment during the learning process, such as by trying to interact with all students by giving advice or advice before the learning process takes place and reviewing material and assignments at the previous meeting so that it indirectly makes students can in the previous material and linking the material to be taught with their basic understanding of the material to be taught apart from that the researcher or teacher also emphasizes the development of new vocabulary where in the process at each meeting always provides at least 10 new vocabulary that must be known by students before going to the next meeting and this is used as the value of assignments and quizzes which ultimately makes students compete to get high scores.

Student responses to learning to read comprehension through the VAKT method (visual, auditory, kinesthetic, and tactile) in class VIII SMPN 2 Barombong

Based on the results of the research that has been presented in the previous section, the intent and purpose of using the questionnaire instrument in this study is to see the students' responses in terms of their interest at the end of the learning process towards the use of the VAKT learning method. Quite good in relation to student responses in terms of interest in this method where the average score of respondents (35 students) with 15 questions is 59.1, which can be classified with high criteria.

Conclusion

Some conclusions can be drawn based on the result of the study and discussion are as follows:

1. Improving students' reading comprehension from the Diagnostic Test to cycle I and cycle II (68.69 73.74 81.66), where the Diagnostic Test averaged 68.69. After cycle I evaluation, students' reading comprehension increased to 73.74, representing an improvement of 81.66 in students' reading comprehension achievement from the Diagnostic Test to cycle II.
2. Using the VAKT (visual, auditory, kinesthetic, and tactile) learning method in class might boost students' motivation in increasing their reading comprehension. This is demonstrated by the data analysis results, which indicate that the average score of students in the "Interested" classification category is 70.46.

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